

## Curriculum Policy

### 1. Philosophy

At Chase Terrace, we seek to provide a broad and balanced curriculum for all abilities that promotes spiritual, moral, cultural, intellectual and physical development. Intellectual curiosity and creativity are valued highly, as are the skills and attitudes of resilience and resourcefulness. We aim to help our students to become confident, ambitious learners, who prepare themselves strongly to take their place as active, responsible citizens, who will lead happy and fulfilled lives.

### 2. Content

2.1 The curriculum is continually evolving to meet the needs and aspirations of our students. Modification is also made to address changes in legislation and performance measures from the DfE. Such changes are implemented carefully in the most appropriate ways for our students.

2.2 Effective English and Mathematics provision is central to curriculum-related decisions and achieving good outcomes in these subjects at GCSE level is of pre-eminent importance.

2.3 As a school that held dual specialisms under specialist school status, Chase Terrace has significant strengths in Technology and The Arts and its curriculum reflects this. There is a broad range of Design and Technology, ICT and Computing provision across Key Stage 3, providing the foundation for well informed choices from a range of technologically based courses in Key Stages 4 and 5.

Performing Arts (Drama, Music and Dance) are taught thematically in Key Stage 3 and strong foundations in Visual Arts are also developed. These subjects can also be continued through Key Stages 4 and 5 and Photography is also available in the Sixth Form.

2.4 Accredited OCR National course provision at Chase Terrace is largely a combination of GCSE/GCE and BTEC qualifications, with careful selection made between alternatives. Students are guided to courses that are appropriate for their needs, aspirations, abilities and learning styles. Progression routes are also carefully considered, throughout the key stages and beyond.

2.5 Each department has schemes of work that are in line with the National Curriculum and examination board specifications.

2.6 Religious Education is taught throughout the compulsory age range, with an accredited course followed by students in Years 10 and 11. Assemblies across the age range also explore spiritually and culturally significant themes.

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- 2.7 Sex and drugs education, together with other important citizenship-related themes, are taught through a series of 'collapsed timetable' sessions throughout the year. This is supplemented by supporting work in tutorial sessions and assemblies (see also, Personal, Social, Health and Economic Education Policy).

### **3. Progression**

- 3.1 In Key Stage 4, students are not required to study a full English Baccalaureate (EBacc) combination of courses (i.e. GCSEs in History or Geography, a modern foreign language and two sciences, in addition to English and Maths) but the school does ensure that students of appropriate ability and interest are able to gain an EBacc. Furthermore, students are advised that this is a combination that they should consider carefully. The four choices that a student makes must include a minimum of one EBacc subject (out of Geography, History, Triple Science and Computer Science). This is consistent with the rationale behind the DfE's 'Progress 8' performance measures.
- 3.2 In preparation for new courses in Years 10 and 12, in Year 9 students work through a programme of advice and guidance in preparation for their option choices, including an individual interview (with parents invite) to finalise the option course selection.
- 3.3 In order to study a Level 3 programme of courses in the Sixth Form, students are required to have an 'Attainment 8' score of 40 (grade 'C' equivalent average). For some courses, there are entry requirements specific to that course (as listed in the course information booklet). Anyone without GCSE grade C passes in English and/or Maths is required to follow a resit/retake programme. Students with an 'Attainment 8' score of 46 (grade 'B' average) have the opportunity to also study AS Level Maths or General Students. An 'Attainment 8' score of 52 (grade A) allows students to study a 4 A level programme. All students making good progress are given the opportunity to complete the Extended Project Qualification in Year 13.
- 3.4 All students in the 6<sup>th</sup> Form also participate in the Student Leadership Programme and/or undertake a period of work experience.
- 3.5 Careers education also features strongly in the suspended timetable sessions and tutorial programme. The Information, Advice and Guidance Manager (a highly trained careers adviser) supported by members of the Staffordshire Young People's Service (SYPS), also have a base at the school and work with groups and individuals to provide expert input into the school's advice and guidance programme. In year 10, all students either undergo a work experience placement or work through an in-house work-related learning programme (see also the Information, Advice and Guidance policy).

### **4. Teaching and Learning**

- 4.1 Our aim is that students are engaged in a wide variety of learning experiences that help them to develop different abilities and discover their individual talents and aspirations.
- 4.2 Chase Terrace's continuous professional development focuses on supporting the curriculum and its ongoing development, through improving teaching and learning.
- 4.3 Classes are taught in both setted and mixed-ability groups, depending on the nature of the subject and the number of students studying the course. In Mathematics, Science and Modern Foreign Languages, in particular, setting arrangements are used from Year 7.

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- 4.4 Specific provision is made for students with Special Educational Needs (SEN). This comprises a combination of: in-class support, small group sessions and individual tutoring and support. There are a range of 'nurture groups' and intervention strategies for students who need extra help (see also SEN Policy).
- 4.5 There is also specific provision for student who are gifted and talented, in the form of specific extension and enrichment activities. The progress of students in this group is tracked carefully and adaptations are made to provision to enable strong progress to be made (see also Gifted and Talented Policy).
- 4.6 Students who are eligible for Pupil Premium funding are supported in their progress through a range of support and intervention strategies, including small group and one-to-one tuition.

## **5. Monitoring and evaluation**

- 5.1 The curriculum is reviewed at least annually led by the Headteacher, the Deputy Head (Learning and Personnel), and the Assistant Head (Post 16) in consultation with senior leaders and Heads of Departments.
- 5.2 The curriculum plan (which includes courses studied throughout years 7-13) is reviewed annually by the governors through the Curriculum Committee.
- 5.3 Teaching and learning and the appropriateness of curriculum provision in each department are reviewed continuously through our 'Monitoring Learning' programme. Heads of Department and Subject Leaders work with a linked member of the Senior Leadership team to monitor and evaluate teaching and learning, providing quality assurance in the quality of learning in their area (and thereby contributing to whole school standards and targets). This ongoing review activity leads to targeted actions that bring about continuous improvement.
- 5.4 The school's Strategic Plan includes curriculum planning and development and key indicators of its effectiveness. It is reviewed termly by the Governors' Strategy Committee, which reports to the Full Governing Body.

## **6. Linked policies/documents**

- Curriculum Plan
- Strategic Plan
- Information, Advice and Guidance Policy
- Equality and Cohesion Policy
- Equalities Action Plan
- Special Educational Needs Policy
- Gifted and Talented Policy
- Monitoring Learning Policy

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